

Inclusion Manager

Information for Applicants



Birchwood
Community High School



Birchwood
College

Letter from the headteacher



February 2024

Dear applicant,

I am delighted that you are looking to apply for a job here at Birchwood Community High School. I feel very lucky to be the headteacher at this vibrant school. BCHS is an amazing place to work, with a unique sense of spirit and community – it is warm and welcoming, people-focused and totally dedicated to the community that we serve.

Our staff are passionate about education and believe that all young people should be inspired to be the very best that they can be. Our vision and values articulate the things that we put importance on and also encapsulate the school's spirit: we are a team. The staff know this, our parents/carers know this and, most importantly, our students know this. Our vision at BCHS is to have students who understand the power of aspiration, knowledge and kindness.

We believe in the power of knowledge and the importance of a challenging, word-rich curriculum for all. That said, we are not all about the academic, we actively teach social responsibility and direct students in acts of kindness within the school setting but also in our wider community. We view it as our duty to ensure they leave us with high aspirations, secure knowledge and a kind heart.

We pride ourselves on the core ethos of our school being underpinned by the strongest foundations of discipline, respect, tolerance and compassion – we ensure our students are equipped with a strong moral compass. We offer a very strong extra-curricular programme with every member of staff offering a provision, it is an aspect of our school community that we are very proud of, and rightly so.

We know that our students are excellent people, and they thrive in a culture of achievement and success; we have high expectations, encouraging them to be aspirational in their learning and to enjoy all aspects of school life. Academic standards at BCHS are good for all students irrespective of their starting point. However, we know that we are all capable of even more. We continue to strive to improve levels of student achievement and move towards being recognised as outstanding in all areas.

It is essential that we appoint the right person to this role, and it is important that their values and views align with what we are trying to achieve as well as our philosophy on staff wellbeing and development. I would recommend that you read my personal blog (<https://leadership-life.co.uk>), our school blog (<https://www.birchwoodhigh.org/nexilis/>) and our Professional Growth handbook to really give you a more comprehensive insight into how these views and values translate into our day to day processes and habits.

Our website and this application summary can only give you a flavour of who we are, but I hope that it will inspire you to apply for the Inclusion Manager. If you have any questions or need any further information about this fantastic opportunity, please do not hesitate to contact the us on joinus@birchwoodhigh.org

Vacancy details:**Salary Scale**

NJC Grade 8 £36,648 - £40,221 FTE. Actual pay is £32,331-£35,483.

Contract

Permanent, Term time only, plus 2 weeks.

Method of Application

The preferred method of application is electronically via email. All applications must be made using the school's application form. Applications will be shortlisted for interview and the HR Manager will contact those selected regarding the time and venue. Applicants who have not been contacted within two weeks of the closing date can assume that on this occasion their application was unsuccessful.

Closing Date

Applications received after the closing time of 9am on Monday 11th March will not be considered.

Interview Dates

TBC

Safeguarding

All staff who teach, train or work regularly with children aged up to 18 and vulnerable adults are required to comply fully with legislation and Birchwood Community High School policies and practices to ensure learners are safeguarded and protected.

Please feel welcome to come and have a visit before applying, but be assured that whether you visit or not, it will not affect the short-listing process. If you would like to have a look round, please email our HR Manager, Tina Wiegand (twiegand@birchwoodhigh.org) to arrange.

Thank you for considering our truly amazing school as the next chapter in your career, and hopefully I will be reading your application soon.

Yours sincerely,



Emma Mills
Headteacher



**‘There is a ‘buzz’
of energy in
classes, reflecting
pupil’s positive
attitudes to their**



Our Vision

Team Birchwood believe in the power of aspiration, knowledge and kindness. We know that we achieve our best when we work together.

Our Ethos

High aspirations, high expectations and high achievement rely upon a positive working environment based upon respect. For us, respect means consistent positive regard for everyone in our learning community. A strong moral purpose enables students in our school to grow into independent, responsible young adults who can access a happy and healthy future.

At Birchwood we strive to ensure that every lesson counts, for every child, every day. We expect teachers to deliver engaging lessons that ensure students acquire powerful knowledge and develop both essential and desirable skills. For this to happen, behaviour must enable every teacher to teach and every child to learn. We expect students to come ready each day to challenge themselves to be the very best they can be. We have a wide variety of extra-curricular activities to help children develop all their skills and talents and there are many opportunities to develop their leadership skills throughout their school life.

Our Mission

We are 100% committed to our students. We seek to sustain a community that is rooted in respect and the belief that every student can succeed. We endeavour to equip our young people with the qualities, qualifications and values that will enable them to lead fulfilling lives and become responsible citizens. We want the children in our care to leave us with high aspirations, secure knowledge and a kind heart.

We maintain high standards of ethics and behaviour; one of the ways this is by embracing the British Values: democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs.

Our Aims

We wish for our students to be:

- safe, happy and cared for in a secure and supportive environment.
- supported and challenged to do their best through excellent teaching, a broad and balanced curriculum and a wide variety of experiences.
- recognised, celebrated and rewarded for all their achievements that they develop confidence and independence.
- developed emotionally, intellectually and morally so that they are able to be successful in the rapidly changing, multicultural society in which we live.
- successful, whether through academic qualifications or a more vocational route, so they can move on to the next stage in their life.



School Profile

- The school joined One Community Trust on 1st September 2023.
- The school is of an average size with 904 currently on roll.
- The most recent OFSTED inspection (October 2018) judged the school to be Good in all areas.
- The percentage of students on the Pupil Premium register is 31%, which is above the national average.
- The proportion of students with SEND (EHP) is in-line with the national average.
- Most students are of white British heritage.
- Students arrive at the school with outcomes broadly in line with national averages.

JOB DESCRIPTION

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operations of the school. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Inclusion Manager
Reporting to	Deputy Headteacher
Job purpose	<ul style="list-style-type: none"> • To have overall responsibility for the day-to-day operation of the school's Auxilium Centre - our own onsite AP (Alternative Provision). • To lead a specialist team in the Auxilium Centre to ensure all pupils at the centre have the best possible chance of success whilst working in line with school expectations and the school ethos. • To work as part of the Ancora (SEND) Team in partnership with the Polaris (Pastoral) Team in developing and implementing personalised intervention programmes for each pupil who has been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation.
Key Tasks and Accountabilities	<ul style="list-style-type: none"> • Lead the Auxilium Centre to ensure all pupils at the centre have the best possible chance of success. • Develop, deliver and monitor the effectiveness of a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils. • Liaise closely with teaching and support staff to provide personalised support for identified pupils that leads to them engaging in learning and achieving in-line with their potential. • Build positive relationships with parents of identified pupils and communicate with them regularly. • Attend and actively participate in regular inclusion meetings and carry out agreed action points from the meetings. • Manage and deliver the intervention of identified pupils for the key stage (3 or 4) and monitor the impact of the intervention, reporting to the Polaris/Ancora Team and teaching staff on the progress being made with the pupil. • Contribute to child welfare and protection, keeping up to date with the latest procedures and regulations and ensuring attendance at appropriate INSET training and meetings. • Systematically maintain logs and records of support implemented for each individual pupil. • Ensure the availability and provision of suitable sessions to work with identified pupils in the Auxilium Centre; including the planning, provision and direct delivery as required of one-to-one mentoring sessions that focus on emotional literacy, social expectations, development of pro social behaviour, communication with others and other areas linking to student well-being. • Plan and deliver suitable sessions to work with identified pupils in the Auxilium Centre through small group work sessions to meet the needs of the cohort. • Develop and carry out a range of quality assurance processes to ensure that the quality of provision for students attending our onsite AP is excellent. • Develop a range of strategies for monitoring the impact of planned interventions, including through the use of ClassCharts, SIMS and SISRA.

	<ul style="list-style-type: none"> • Work with identified pupils on ‘short term cycles’ at the Auxilium Centre as directed by the Heads of Year, Deputy Pastoral Managers and the Deputy Head Teacher. • Liaise with SEND leaders in the school to contribute to SEND statutory duties and support with evidence gathering to apply for Education, Health and Care plans as required <p>SUPERVISION / MANAGEMENT OF PEOPLE</p> <ul style="list-style-type: none"> • Supervision of students. • Supervision of staff within the centre. <p>CREATIVITY & INNOVATION</p> <ul style="list-style-type: none"> • Will be required to deal with complex problems. • The postholder will follow documented school procedures within legal guidelines. • The postholder uses initiative in proposing changes to working practices for improvements in own and the school’s working practices. • The post-holder will need to be able to manage student emotions so that both students and staff are safe at all times – this may involve de-escalating challenging situations. <p>CONTACTS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • SLT, HoF, HoY, AHoY on a regular basis to give and receive information, a confident, calm and firm manner maybe required. • Communicates effectively with students, parents, other adults, Governors and colleagues which includes members of the SLT, to enable information to be shared in a confident, calm and firm manner. • Takes part in team, whole school and multi-agency meetings, including Child Protection meetings and other relevant meetings with Police and Social Care where necessary. <p>DECISIONS – discretion & consequences</p> <ul style="list-style-type: none"> • Management / prioritisation of own workload. Delegating work where appropriate. • Analyse student performance and attendance data and identify students who require interventions to improve their achievement, progress, attendance, behaviour and effort. • Decide upon appropriate sanctions for disruptive behaviour. Decisions taken as to the contribution to meet a student’s needs are discussed with the Heads of Year, Deputy Headteacher (Pastoral) and Deputy Pastoral Managers.
<p>Knowledge & Skills</p>	<ul style="list-style-type: none"> • Understanding of the social, educational and personal contexts which relate to children becoming vulnerable and becoming at risk of not fulfilling their potential. • Experience of working with or in alternative provision. (Desirable) • Experience of Positive Handling and de-escalation (Team Teach Trained) (Desirable) • Experience of working with and designing and implementing personalised intervention programmes. • A good understanding of SEND and Child Protection issues. • A high level of accuracy especially in relation to record keeping. • Educated to Level 3/A level or equivalent qualifications or above, including GCSE Mathematics and English. • Experience in developing and delivering a range of programmes, activities, courses, and opportunities to provide all necessary support for identified pupils. • Ability to handle difficult conversations with parents requiring tact and diplomacy regarding student misbehaviour/personal problems and use of school sanctions/ external agency support.

	<ul style="list-style-type: none"> • The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours. • Experience of regular, sustained and successful working with students who exhibit challenging behaviour in any context. • Evidence of developing, disseminating and implementing ideas and information to colleagues, up to and including senior level. • Excellent interpersonal and communication skills. Time management and organisational skills. • Knowledge of child development and children’s personal development needs. • Strong working knowledge of strategies which promote good behaviour and discipline. • Experience of working in a multi-disciplinary team. • Experience of participating fully in planned intervention programmes for children with challenging behaviour. • Effective use of ICT to produce appropriate resources to support learning. • Experience of multi-agency working and working co-operatively with colleagues and other professionals. • Knowledge of Health and Safety issues and their application in an AP setting. • Problem solving skills, diagnosing problems, exploring options and making accurate judgements. • Good assessment skills, able to collect and analyse data. • Reliability and resilience. • Able to establish and maintain professional supportive relationships with young people. <p>General Information and Working Arrangements</p> <p>The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.</p> <p>To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.</p>
All employees have the responsibility to:	
	<ul style="list-style-type: none"> • Ensure any documentation produced is to a high standard; • Be aware and comply with policies, protocols and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and general data protection regulations, reporting all concerns to the appropriate person; • Participate in training and other learning activities as required; • Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate; • To promote the area of responsibility within the academy and beyond; • To represent the academy at events as appropriate; • To support and promote the academy ethos; • To undertake any other duties and responsibilities as required that are covered by the general scope of the post.

PERSON SPECIFICATION

JOB TITLE	GRADE
Inclusion Manager	NJC Grade 8

NOTE TO APPLICANTS: Whilst all points on the specification are important, those marked 'E' are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited to interview.

	Necessary requirements	Essential / Desirable
Qualifications and experience	Evidence of an education qualification – e.g. Teaching Assistant L3 or 4 /Teaching qualification	E
	Evidence of ongoing professional development; attendance on courses, INSET, personal study etc.	E
	GCSE or Equivalent grade C or above in English and Maths	E
Skills and Abilities	Proven track record as a successful education practitioner within a secondary school.	E
	Experience of successful leadership and management within a school or other educational setting.	E
	Ability to provide professional leadership and management of a small staff team and contribute to the work of other teams to secure high quality support, effective use of resources and improved standards of learning and achievement for all pupils within the provision.	E
	Knowledge of relevant legislation - in particular: the SEND Code of Practice, equal opportunities, and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without.	E
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child.	E
	Knowledge of current educational issues and their relationship to the inclusion, behaviour and support for children with additional needs.	E
	Knowledge or experience of multi-agency work.	E
	Excellent written and oral communication skills.	E
	Ability to work under pressure and to deadlines.	E
	Ability to use data effectively in setting targets	E
Personal Qualities	To have high expectations of all children	E
	Ability to relate well to children and adults.	E
	Ability to lead, motivate and influence others.	E
	To have good organisational and time management skills	E
	Excellent IT skills and an ability to maintain detailed records	E

	Excellent presentation and inter-personal skills.	E
	To show commitment to sustain excellent attendance at work.	E
	To be able to adopt a solution-focused approach to any issues within the role	E
Approach to work	To show a commitment to working in partnership with parents, governors, the Trust and staff to provide the best education possible for our students.	E
Other requirements	Enhanced DBS Disclosure	E

